


378.05-554  
Y 25-12  
SWEET BRIAR COLLEGE  
3 2449 0511203 4



3 2449 0511203 4

ARCHIVES

LD

7251

.S92

B85

1947

v.30,no.3

S IN THE FRESHMAN YEAR  
SWEET BRIAR COLLEGE

BULLETIN OF SWEET BRIAR COLLEGE, Volume 30, Number 3, July 1947  
Published by the College in March, May, July and September. Entered  
as second-class matter at the Post Office, SWEET BRIAR, VA.

# STUDIES IN THE FRESHMAN YEAR

1947 - 1948



SWEET BRIAR COLLEGE

SWEET BRIAR

VIRGINIA

## Foreword

As the first step preliminary to registering for courses at Sweet Briar College, each student is urged to study carefully this pamphlet, prepared for the use of freshmen entering the college. It is designed as an introduction to the plan of studies at Sweet Briar and as a guide in the choice of courses for the first year.

Before choosing her studies for the freshman year the student should consider the general plan of her college work, not necessarily choosing her field of concentration, but informing herself about the opportunities which the college offers and considering the relationship between her preparatory work, her freshman course and her later studies so that the whole may have unity, depth and breadth.

The descriptions of courses open to freshmen are published here in more detail than in the college catalogue, and an effort has been made to relate the material to preparatory courses and to degree requirements. This pamphlet should be used as a supplement to the catalogue.

## To the incoming Freshmen:

In entering Sweet Briar you are beginning a liberal arts education. When you have completed successfully our four-year program of studies, you will be granted a bachelor of arts degree "with all the privileges and rights appertaining thereto." Our college has from the day of its opening been a liberal arts college; and you will, in time, take your place with our nearly five thousand college alumnae as women who have shared in liberal education at Sweet Briar.

But what is this thing called "liberal education?" Actually, the term goes back to the Greeks who, as usual, "had a word for it"! It was the philosopher, Aristotle, who first used the term "liberal education," defining it as that education which makes men virtuous or, in his meaning, excellent, both intellectually and ethically. As a matter of fact, Aristotle's "liberal education" was designed for a leisure class, for he intended that it should fit a gentleman to employ his spare time in a manner worthy of the responsibilities which go with privilege. Of course, our social picture has changed greatly in the 2400 years since Aristotle lived. Instead of the well defined classes of gentleman, artisan, and slave, we find in our society today a very much more general distribution of possessions, of privilege,—and of responsibility.

A fundamental premise of our system of government-by-the-people rests upon the belief that all men—and women—can be sufficiently educated to participate intelligently in this government. Nevertheless, we have inherited and adapted to our modern usage the classical distinction between two very different kinds of education, liberal education and vocational training (that is, education for a "job"). While much is being said these days about their contrasting benefits, these two kinds of education are actually concerned with quite different values and could not possibly be substituted one for the other, although they can very importantly supplement each other. Even during the war, when technological and vocational training was so urgently needed, our liberal arts tradition in education was zealously protected, and not only by professional educators. But we are concerned now

with peace time or, more exactly, the planning-of-peace time. And because this particular term, "liberal arts education," is of such vital importance for the making of a peaceful world, it is imperative that all of us understand its meaning and its implication for our lives and for society.

Essentially, a liberal education is that kind of education which liberates our minds, which frees our minds from bondage. But are we ever really enslaved, we who talk so much about being "free" people in a "free" country? Actually, we are by nature the slaves of our emotions. From earliest childhood we are "kicked around" by our own whims, impulses, and momentary temptations. Of course our homes and our schools and our churches have all worked to free us from this emotional slavery. But the college comes in for a full share of the responsibility in the liberation. As our minds become disciplined by liberal arts studies, we begin to make decisions and to act in terms of our *whole* personality, in terms of an *integration* of our desires, instead of letting some *one* emotion ride rough-shod over the rest of our personality.

But there is a second kind of bondage from which a liberal education is our special emancipator. This is the bondage arising from our acquired prejudices and misconceptions, from ignorance and narrowness of mind. Freedom from this second bondage can come only with a comprehensive view of the nature of human beings, our history and our hopes, as related to the universe in which we live. In other words, we gain *perspective*. And this perspective, in turn, gives us freedom of *choice*. Instead of seeing only one side of a question, we begin to see *other* possible sides and to base our choice upon a weighing of values rather than upon our own ignorance and prejudice.

Without these two personal freedoms, freedom from emotional slavery and from the tyranny of prejudice, we cannot become the mature, responsible human beings upon whom our democratic society now depends for its very survival. It is Liberal Education which gives us the perspective which enables us to make responsible decisions for ourselves and for society.

How does Sweet Briar College go about giving this much-needed perspective? One principle of organization for our college program grows out of the difference between knowledge of *process* (the "know-how" of dealing with problems in a particular field) and knowledge of *results* (knowledge of what has already been discovered or achieved in that particular field). Then, too, perspective must grow, as *our* experience grows, in two directions, breadth and depth. Perspective in breadth may be achieved through the elementary study of various selected subjects representing the main fields of human inquiry. Our college attempts to assure this perspective by its Group Plan, requiring that 48 of the 120 credit hours necessary for the degree be distributed throughout the four groups representing the four major fields of knowledge: Language and Literature, Natural and Mathematical Sciences, Social Sciences, and the Arts. While the time allotted to these "breadth" courses is not sufficient to permit intense and penetrating analysis, it is possible to give a comprehensive view and broad appreciation, sufficiently emphasizing methods and results to enable you to make responsible judgments in the field. Intensity and penetration, however, *are* emphasized in the "depth" portion of our plan of study, that is, in the major plan. You will be selecting a major at the close of your sophomore year. Whatever major you select, whether chemistry or English literature, or our most recent addition, psychosociology, the purpose is the same. It is to give you, through an intensive and critical study of a limited field of human knowledge, a first-hand experience of thoroughness. It is to give you a real understanding of the values of verified knowledge as distinguished from mere opinion, vague generalization, or wishful thinking. Of course, the phrase *Ars longa, vita brevis* (Latinists, please translate!), is especially applicable to the liberal arts. There is so much to know and so little time to learn. The liberal arts college, at its best, can only open for you the doors to the Realms of Gold. It can only give you the inspirations and the disciplines for educating yourselves the rest of your lives. But to the beginning of this life-long Great Adventure we welcome you with enthusiasm and great expectations.

Betha B. Lucas

## FACULTY ADVISERS

The educational plan at Sweet Briar provides for the counselling by a faculty adviser of every student from the beginning of her course to its close. When the student arrives at Sweet Briar to start her freshman year, she meets her faculty adviser who helps her to plan her academic program for the year. The adviser also stands ready to help the freshman to solve any problems of adjustment to the new life at college, to develop good study habits, and in general to fulfill her highest capabilities and make her best contribution to the community life at Sweet Briar.

At the conclusion of her sophomore year the student chooses her field of concentration, and at that time the chairman of the department in which her major field lies becomes her adviser for the remainder of her college course. With adjustments to college life now made, the student is likely to find that her relationship to her faculty adviser is on a different level from that of the first two years. Intellectual and academic interests now tend to prevail over the more general ones of the earlier years. And often the adviser's guidance reaches beyond the college years to assist the student in her future professional plans.

On both levels the faculty-student relationship made possible through the adviser plan is capable of becoming a sustained and sustaining fellowship between the younger and the more mature members of the college community.

## THE GROUP PLAN AND MAJOR FIELDS OF STUDY

The curriculum at Sweet Briar College, as President Lucas has explained in her statement, is built upon the Group Plan, consisting of the four basic realms of knowledge which comprise the liberal arts education. In order that each student may gain breadth of perspective, she is required to choose a specified portion of her work from each of the four groups, largely during her first two years at Sweet Briar.

For example, she is to take 12 or 18 hours in Group I, Language and Literature, of which 12 shall be in English. From Group II, Natural and Mathematical Sciences, she is to take 12 of which at least 6 shall be in a laboratory science. From Group III, Social Studies and Religion, 12 or 18 hours are to be selected with a minimum of 6 in history, and from Group IV, the Arts, 6 hours are to be scheduled.

A well balanced freshman program will include some courses chosen from each of the first three groups and it may also include a course in Group IV. Within the framework of the Group Plan, there is considerable freedom of choice of subjects open to freshmen. This freedom of choice places responsibility on the student to inform herself about the opportunities open to her and to exercise discrimination in making her choice.

In the spring of her second year each student must make a definite choice of her major study or field of study. Having gained some breadth of perspective in the work of her first two years, she is ready to begin more concentrated study which will give her depth of perspective.

## PLANNING THE FRESHMAN COURSE

Each freshman usually plans her course to include 15 hours each semester or 30 hours during the year, in addition to the required work in physical education. For example, most classes which meet three times a week carry three hours of credit a semester; the catalogue gives complete information about credit hours for each course. Although a somewhat lighter program may be carried by some students for

special reasons, it is advisable for most freshmen to carry at least 26 hours the first year, since a minimum of 26 hours and 26 quality points is required for sophomore standing. It is also possible for some freshmen to carry as many as 16 hours each semester. (See Academic Standards, page 49 of the current catalogue.)

## COURSES OPEN TO FRESHMEN

### GROUP I—LANGUAGE AND LITERATURE.

- English 1, 2. Freshman Composition.
- English 115, 116. Speech.
- French 1-2. Elementary French.
- French 3-4. Intermediate French.
- French 27-28. Survey of French Literature.
- French 29-30. French Literature of the Nineteenth Century.
- French 31-32. Elementary French Conversation.
- German 1-2. Elementary German.
- German 3-4. Intermediate German.
- German 29-30. German Literature of the Nineteenth Century.
- German 31-32. Elementary German Conversation and Composition.
- Greek 1-2. Elementary Greek.
- Italian 1-2 Elementary Italian.
- Latin 1-2. Vergil and Ovid.
- Latin 5, 6. Latin Prose and Poetry.
- Latin 11, 12. Livy and Horace.
- Spanish 1-2. Elementary Spanish.
- Spanish 3-4. Intermediate Spanish.
- Spanish 29-30. Introduction to Spanish Literature.
- Spanish 31-32. Elementary Spanish Conversation.

### GROUP II—NATURAL AND MATHEMATICAL SCIENCES.

- Botany 1, 2. General Botany.
- Chemistry 1-2; 3-4. General Chemistry.
- Physics 1, 2. General Physics.
- Zoology 1, 2. General Zoology.
- Zoology 4. Elementary Anatomy and Physiology.
- Mathematics 11-12; 13-14. Elementary Mathematical Analysis.

### GROUP III—SOCIAL STUDIES AND RELIGION.

Social Studies 1-2. Introduction to Modern History.

History 101-102. Ancient History.

Economics 101-102. Principles of Economics.

Sociology 101. An Introduction to Sociology.

Sociology 102. Social Problems.

Religion 105, 106. The History, Literature, and Religion of the Old and New Testaments.

### GROUP IV—THE ARTS.

Art 1-2. The Nature and Practice of Art.

Art 3-4. History of Architecture.

Art 21-22. Survey of the History of Art.

Music 1-2. Elementary Theory and Ear-Training.

Music 21-22. Music in History.

Music 105-106. Elementary Counterpoint.

Applied Music.

### PREScribed COURSES

English 1, 2 (see page 12).

Foreign Language (see page 11).

Hygiene 3 (see page 12).

Physical Education (see page 13).

Since Social Studies 1-2 or History 101-102, and 6 hours of a laboratory science are required for the degree, freshmen are advised to include these subjects in their program of studies.

Six hours of Greek or Latin or Classical Civilization are required for the degree. Freshmen may meet this requirement by taking Latin 1-2; 5, 6; 11, 12; Greek 1-2.

### ACHIEVEMENT EXAMINATIONS

For those students who have profited by unusual opportunities or who have taken work in advance of the normal entrance requirements, achievement examinations are offered in the subjects listed below. The passing of examinations in these subjects will not give credit toward the Sweet Briar degree but will admit students to more

advanced courses, and in certain cases will absolve the departmental and group requirements. Statements regarding required reading and ground which should be covered for the examinations have been prepared for certain courses. These statements and application cards will be sent to students who request them before September 1. The examinations will be scheduled during the opening week.

A few students may be exempted from English 1, 2 on the basis of entrance credentials and an examination given by the department of English at the opening of college. No specific preparation is required for this examination.

If a student is exempted from English 1, 2, she must elect English 103-104, SURVEY OF ENGLISH LITERATURE, or English 201, 202, INTERMEDIATE COMPOSITION. The former course fulfills the twelve-hour English requirement for the degree. For the exempted student who elects INTERMEDIATE COMPOSITION in her freshman year, the twelve-hour requirement is fulfilled subsequently by six hours in English literature elected with due regard to the prerequisites and the exceptions noted in the catalogue on page 72.

Freshmen who have had exceptional preparation in English literature, equivalent to English 103-104, may take an achievement examination covering selections from the works of representative authors from the fourteenth century through the Romantic Period.

Those who have had unusual opportunities for the study of art may take an achievement examination on material covered in the course, SURVEY OF THE HISTORY OF ART, described on page 28.

Students who have had introductory courses in economics and sociology which do not parallel courses at Sweet Briar may take achievement examinations to gain admission to advanced courses.

Achievement examinations may also be given in course material in other subjects, such as foreign languages or sciences.

An achievement test in Music 1-2, ELEMENTARY THEORY AND EAR-TRAINING, is required of all who wish to take applied music for credit. For further details see page 29.

## PLACEMENT IN FOREIGN LANGUAGE COURSES

Upon entrance, each student takes placement tests in the foreign languages offered for admission. That is, she takes the Latin placement test if she has 3 or more units of Latin, and a test in every other language of which she has 2 or more units.

No student is required to continue in college the study of any language she offers for entrance. However, if she wishes to continue such a language, either in the freshman year or later in her college course, the placement test is used as a basis for determining what course she will enter. An exceptional student may be placed in an advanced course and a student whose preparation has been faulty will be placed in a course suited to her needs and ability.

## FOREIGN LANGUAGE REQUIREMENT

Before graduation, a student must have a reading knowledge of one of the following languages: French, German, Greek, Italian, Latin, Spanish.

This requirement may be absolved by examination, or, in special cases, by certification by the department concerned. Examinations are held three times each year, in September and in each semester approximately one or two weeks before the end of classes. Students are urged to meet this requirement as early as possible, but freshmen are advised not to take the examination until January of their first year unless they have had adequate preparation. If a student has not met this requirement by the beginning of her junior year, a course in the language concerned is required. In any case, a student who fails a reading knowledge examination must present evidence of adequate work before she will be permitted to try again. In the case of transfer students, whenever necessary, special arrangements may be made by the Dean for the satisfactory fulfillment of the requirement before graduation.

A list of the courses which students most frequently carry in order to meet the reading knowledge requirement in the various languages is given on page 47 of the current catalogue.

In general it is advisable for freshmen to plan their courses to include a foreign language. If they pass the Reading Knowledge Examination

in September and do not wish to continue their study of a foreign language, an adjustment in the program of studies can be made.

Students are reminded that both their fields of major interest in college and graduate study after college may demand the use of specific foreign languages. The recommendations of each department regarding its major are stated under the department offerings in the catalogue. For graduate work French and German are the languages most frequently required. Students are advised to give consideration to these requirements early in their college course.

### HYGIENE AND SPEECH REQUIREMENTS

The series of hygiene lectures (HYGIENE 3) scheduled during the first ten weeks of the session is required of all entering students but is not carried for credit. An achievement examination in hygiene is given to all entering students the opening week of college. Those who pass this examination need not attend lectures but all entering students are required to keep health charts and to report for conferences with members of the Department of Hygiene and Physical Education.

An oral test in speech is required of every new student. Students who pass this test have met the speech requirement for graduation; furthermore, they may elect English 115, 116 (described on page 13). All students whose oral reading is unsatisfactory in clarity, strength, or quality are required to attend corrective conferences. *The speech requirement for graduation must be met in one of these ways by the end of the student's first year at Sweet Briar*, unless the instructor in speech, the college physician, or the Dean permits an exception.

## COURSES OPEN TO FRESHMEN

### PRESCRIBED COURSES

#### ENGLISH 1, 2. FRESHMAN COMPOSITION.

English 1, 2 is designed to continue and develop the students' secondary school education in writing and to lead them by means of a varied study of the basic forms of literature to an appreciation of

the bond between author and reader. The course stresses primarily the need for adequate channels of communication and seeks to meet this need by giving intensive training in writing and discussion. The versatility and adaptability of the English language are presented through a study of fiction, poetry, drama, and the essay, and the student is asked to write a weekly composition on the basis of these readings.

It is hoped that new and stimulating fields of interest may be revealed to the freshman, and that she may discover for herself untried paths of thought and expression. This new awareness often leads to creative effort and the deep satisfaction that comes as its reward. Those students who have experienced this intellectual enjoyment and who wish to pursue the specialized study of literature may avail themselves of a carefully planned series of courses in the field of English.

Considerable reading is required supplementary to English 1, 2. Students who wish to begin this during the summer, thus lessening the work of the freshman year, may obtain a copy of the Freshman Reading List by sending 30 cents to the Registrar's office.

#### PHYSICAL EDUCATION.

A physical examination is given to every new student during her first week in college and on the basis of this examination and in conference with the Department of Hygiene and Physical Education she elects one subject for credit work for each of the three seasons (see catalogue, pp. 84-86). It is strongly recommended that the required group activity be done in the fall as the upperclass students are in these sports in large numbers and the new student finds it one more way of getting acquainted. In addition to credit work, many students participate beyond the requirement either in their elected activity or by engaging in others. They may obtain further instruction or merely use skills already acquired for recreational purposes provided they meet such requirements of health and safety as are set forth by the Department and the Athletic Association. In every sport and in dance there are student leaders who are eager to assist the new students.

## ELECTIVE COURSES

### GROUP I—LANGUAGE AND LITERATURE

#### ENGLISH

##### 115, 116. SPEECH.

This is a fundamentals course: it deals with the basic facts and principles involved in expressive speech. Most of the first semester is spent in the study and practice of voice production and of diction; most of the second is given to the study and practice of discussion and speech-making. The whole year is concerned with the analysis and oral expression of a wide variety of written materials: stories, exposition, argumentation, poetry, drama.

Perhaps the most obvious advantages of such a course are that it shows the means to clear, flexible, pleasant speech, offers directed practice in the common means of human communication, and provides a sound basis for learning the speech of other countries. But it is also true that the study of speech must direct the mind to a precise understanding of any material which is to be spoken; for what is not well understood cannot be well said. This is, then, also a course in the analysis of rhetoric, of exposition, and of literature.

Open to all students, including freshmen, by permission of the instructor. English 115 or the equivalent is prerequisite to English 116.

#### GERMAN

##### 1-2. ELEMENTARY GERMAN.

The aim of this course is to give the student a thorough foundation in grammar and an elementary reading knowledge and to enable her to understand fluent but uncomplicated spoken German and to present her ideas in a free but simple conversational style. It aims to give the student a varied cultural background by short daily talks by the instructor on such subjects as: Andersen's and Grimms' fairy tales; the Nibelunga, Tristan, and Parsifal Sagas; Wagner's operas; the Passion Play of Oberammergau; German university life. German is used wherever possible in the classroom and much stress is placed on the students' speaking good German. Each student chooses her own partner with whom she practices spoken German outside the classroom and checks her pronunciation by means of records and songs.

### 3-4. INTERMEDIATE GERMAN.

The course aims to enable a student to get a good reading knowledge of more advanced texts and to stimulate rapid reading for enjoyment. Intensive training in vocabulary-building and word analysis is given as an aid towards passing the reading knowledge examination. The course aims to give the student an understanding of idiomatic German and considerable fluency in spoken idiomatic German. Frequent talks by the instructor widen the student's literary and cultural background, train the student's ear and develop her appreciation of the beauty of German. This course is an introduction to classical literature with special emphasis upon Lessing, Goethe, and Schiller. The masterpieces of the eighteenth and nineteenth centuries are read.

German is the only language of the classroom. The student speaks German outside the classroom in collaboration with a partner.

Open to students offering two units of German for entrance.

### 29-30. GERMAN LITERATURE OF THE NINETEENTH CENTURY.

A study of the trends of the novel, the drama and poetry in representative works, the course includes discussions, reading and lectures on the history of German literature.

The main works of Lessing, Goethe, and Schiller, as far as they have not yet been covered in Intermediate German, the first and second Romantic Schools, and the prominent members of the Swabian group will be studied. Consideration will be given to the development of realism, naturalism, with special emphasis on Grimm, Heine, Hebbel, Keller, Hauptmann, impressionism and expressionism.

The German lectures will at first be delivered in simple, slowly spoken sentences and will increase in number and difficulty as the course progresses. As far as possible class discussions will be conducted in German.

Open to students offering three units of German for entrance.

### 31-32. ELEMENTARY GERMAN CONVERSATION AND COMPOSITION.

This course includes spoken and written exercises, with special attention to idioms, on subjects connected with modern Germany, its life, customs, and institutions, and discussion and criticism of modern German literature. Topics for study are chosen according to the needs of the students.

Open to students offering two units of German for entrance. One hour throughout the year.

## GREEK AND LATIN

Students who do not take at least one year (6 hours) of Greek or Latin in college are required to take CLASSICAL CIVILIZATION 191-192, preferably in the sophomore year. This course is *not* open to freshmen.

### GREEK

#### 1-2. ELEMENTARY GREEK.

From the beginning of the course short quotations from a wide variety of Greek authors are read in connection with the study of the fundamentals of Greek grammar. The last quarter is devoted to the reading of Plato's *Crito*, a dialogue between Socrates and his friend Crito on a question of right and wrong. It is advisable that the freshmen who elect this course should have four units in Latin for entrance. If a freshman who presents only three entrance units in Latin wishes to elect it, she should consult the head of the department. When this course is followed by Greek 103, 104, PLATO AND HOMER, the student is eligible to take the Reading Knowledge Examination in Greek. (See catalogue, page 47.)

### LATIN

#### 1-2. VERGIL AND OVID.

Vergil's *Aeneid* I-VI will be read and, if time permits, selections from Ovid's *Metamorphoses*. The first six books of the *Aeneid* tell the story of the destruction of Troy, the flight of Aeneas, his wanderings and adventures until he reached the promised land of Italy. The sixth book, the most famous of all, describes his visit to the underworld. There is a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin including Cicero.

#### 5, 6. LATIN PROSE AND POETRY.

In the first semester Cicero's essay *On Friendship* and selections from his other works will be read. In the second semester the class will read two books of Vergil's *Aeneid* not previously read, and if time permits, selections from the works of Ovid. The part to be read in the *Aeneid* will be selected when it has been ascertained what the members of the

class have read in their college preparatory work. In addition there will be a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin, of which the third may be either Cicero or Vergil.

#### 11, 12. LIVY AND HORACE.

During the first semester Livy's history of Rome, Book I, will be read. Livy is a master of narration who tells many fascinating stories of semi-legendary character which archaeological investigations have proved to contain historical basis and which represent what the Romans themselves believed about their early history. Livy's first book deals with the founding of Rome and its early history under the kings. During the second semester Horace's Odes and Epodes will be read. Horace is the lyric poet of the Augustan Age, a contemporary and friend of Vergil. His poetry reveals a delightful philosophy of life and is of the greatest possible value in increasing the student's appreciation of English literature, since quotations from and allusions to Horace run through all English literature.

Open to students who offer four units of Latin for entrance. Students who take Latin 11, 12 are eligible to take the Reading Knowledge Examination in Latin in the spring of the current year. (See catalogue, page 47.)

### ROMANCE LANGUAGES

#### FRENCH

##### 1-2. ELEMENTARY FRENCH.

This course consists of a thorough study of the essentials of grammar. Exercises in reading and oral drills are presented in a manner to encourage the students to speak French from the beginning. In addition stories of average difficulty are translated with a view to increasing the students' vocabulary.

##### 3-4. INTERMEDIATE FRENCH.

The course opens with the reading of a twentieth century play giving the opportunity for conversation based on the most up-to-date idioms and expressions. This is followed by study of a novel, poems, and short stories with occasional lectures on French culture and civili-

zation. From time to time the class is referred to French newspapers for articles of current interest. Drill in pronunciation and grammar throughout the year should enable the student to acquire a good foundation in spoken and written French.

Open to students who offer two units of French for entrance.

#### 27-28. SURVEY OF FRENCH LITERATURE.

This course traces the development of trends in literature in relation to the social, historical, and religious conditions in France from the Middle Ages through the nineteenth century. Selections from representative French authors are read outside of class and discussed in class. The course is conducted in French.

Open to students offering three or four units of French for entrance.

#### 29-30. FRENCH LITERATURE OF THE NINETEENTH CENTURY.

This survey of nineteenth century literature and thought gives special attention to the concern of poets, novelists, dramatists, and critics with social progress, liberty, and justice, and to the contributions which they made to contemporary thought and culture. The course is conducted mainly in English at the beginning, but thereafter largely in French. Emphasis is placed upon student participation in the class by answers to questions and by discussion. A minimum study of grammar is included to aid in accurate reading, writing, and speaking of the language.

Open to students offering three or four units of French for entrance.

#### 31-32. ELEMENTARY FRENCH CONVERSATION.

The aim of this course is to give the student confidence in expressing herself in simple, idiomatic French. The vocabulary is based on topics of everyday interest such as food, clothing, sports, shopping, newspapers, current events, films. A special section limited to ten members will be arranged for students taking French 3-4 in 1947-48.

Open to students offering two or more units for entrance, by permission of the instructor or the chairman of the department.

### ITALIAN

#### 1-2. ELEMENTARY ITALIAN.

This course consists of the study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based

on contemporary Italian life. Upon the completion of this course the student is expected to be able to express in Italian simple ideas relative to daily life and to understand written and spoken Italian of average difficulty.

## SPANISH

### 1-2. ELEMENTARY SPANISH.

This course consists of the study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present day Spanish and Spanish-American life. Upon the completion of this course the student is expected to be able to express in Spanish simple ideas and to understand spoken and written Spanish of average difficulty.

### 3-4. INTERMEDIATE SPANISH.

This course is designed to help the student to acquire some ease in expressing herself in written and oral Spanish and to become acquainted with representative Spanish authors of modern times. A part of the course will be devoted to a systematic review of grammar, verb drills and theme writing. The reading material will be chosen with a view to fostering in the student an understanding of the principal characteristics of Hispanic literature and the Hispanic people.

Open to students who offer two units of Spanish for entrance.

### 29-30. INTRODUCTION TO SPANISH LITERATURE.

A study of the main trends of Spanish literature is made through the works of representative authors. Special attention is given throughout the year to the building of an extensive, working vocabulary. Greater emphasis is placed on modern literature. The course will be conducted largely in Spanish.

Open to students who offer three or four units of Spanish for entrance.

### 31-32. ELEMENTARY SPANISH CONVERSATION.

The aim of this course is to give the student confidence in expressing herself easily in simple, idiomatic Spanish. The class exercises will be based on topics of everyday interest. A special section limited to ten members will be arranged for students taking Spanish 3-4 in 1947-48.

Open to students offering two units for entrance, by permission of the instructor.

## GROUP II—NATURAL AND MATHEMATICAL SCIENCES

### BOTANY

#### 1, 2. GENERAL BOTANY.

The course aims to enable the student to acquire an understanding of the importance of plants in the life of the earth. Laboratory and field work, especially, are designed to stimulate the student to discover for herself the facts and principles of plant interrelationships and their significance to man, and also to help her find the real satisfaction and enjoyment to be derived from an understanding of her surroundings. The first semester is concerned with the flowering plants: how they are constructed; how they manufacture plant substances from raw materials and the part which they play in the rotation of elements in nature; how they inherit, vary and reproduce; how they adapt themselves to their environment; their communities and natural vegetation regions of North America; their conservation and their economic importance. The second semester deals with a series of plants ranging from simple, microscopic forms to the complex, higher or flowering plant. This general survey of the plants on the earth today indicates their possible relationships and how they might have evolved from the vegetation which was here millions of years ago.

### CHEMISTRY

#### 1-2. GENERAL CHEMISTRY.

Chemistry 1-2 provides a very thorough treatment of the fundamental principles of chemistry, presented in a manner to demonstrate its significance in daily life, to encourage independent thinking, and to develop the ability to reason systematically. It places particular emphasis upon such matters as the atomic and molecular theories, valence and atomic structure, chemical equilibrium, ionization, and avoids the less necessary and more technical topics, such as the solubility product law, as well as the many less familiar elements and compounds.

#### 3-4. GENERAL CHEMISTRY.

Chemistry 3-4 is similar in purpose and scope to Chemistry 1-2. Since it is designed for those students who have already learned the vocabulary of chemistry in high school, the emphasis is placed more

on theoretical aspects than on descriptive details. The quantitative relationships are studied extensively in order to show the precise nature of parts of this science and to develop that accuracy of thought and expression which is more obvious when one is dealing with numbers than with words.

A rather complete study of the atom and its structure is used as a framework on which the student can build, thus enabling her to predict many of the properties of the elements and their compounds rather than to memorize them. This method gives practice in precise, logical reasoning in words and supplements the numerical reasoning mentioned above.

## PHYSICS

### 1, 2. GENERAL PHYSICS.

Physics is the study of natural laws. It answers questions about observations we encounter in daily life such as why the sky is blue, why we hear the thunder as a long roar after the lightning has occurred or why there are ocean tides and many other questions of this kind. On the other hand it takes up the explanation of how motors run, how airplanes fly, how electric current is made and brought to our houses or how a musical tone is produced. It includes the study of light and colors and the instruments that help our eyes, such as eyeglasses, microscopes, telescopes and cameras. It gives the student practice in the laboratory in handling delicate instruments, in hooking up electric circuits, in performing accurate measurements. In short it makes the student aware of the great advances in knowledge that underlie our present day life.

## ZOOLOGY

### 1, 2. GENERAL ZOOLOGY.

### 4. ELEMENTARY ANATOMY AND PHYSIOLOGY.

Zoology is the study of animals. It deals with their structure; how their organs and systems help them to live; where they live and what their relations are to other living things.

Zoology 1 is an intensive study of the frog, introducing the student to biological principles and giving her a general idea of the structure and functions of higher animals, including man. In the second semester she may elect either Zoology 2 or Zoology 4.

In Zoology 2 the student continues to increase her knowledge of animal life and its evolution through a study of a series of animals, beginning with the simplest and proceeding through more complex types. This course is a prerequisite for most of the advanced courses in zoology.

In Zoology 4, ELEMENTARY ANATOMY AND PHYSIOLOGY, the student gains further understanding of the structure and functions of the human body, by studying models and by dissecting a small mammal. Through discussions and a few experiments she learns how the systems and organs work individually and how they cooperate with each other in the living body.

## MATHEMATICS

### 11-12, 13-14. ELEMENTARY MATHEMATICAL ANALYSIS.

Students in a liberal arts college elect mathematics with various objectives in mind. Some wish merely to explore the field of mathematics; some, whose interest already lies in the physical and natural sciences, require knowledge of mathematics as a tool for scientific work; and some are led by previous interest to further study.

ELEMENTARY MATHEMATICAL ANALYSIS attempts to meet the needs of all three groups in presenting the essentials of college algebra, trigonometry, analytic geometry, and elementary calculus. It is intended to correlate closely the topics mentioned as well as to show their relationships to other fields of endeavor.

Mathematics 13-14 is designed for the student who offers for entrance two units of algebra and one of plane geometry. Mathematics 11-12 is designed for the student who offers one-half unit of trigonometry in addition to the algebra and geometry mentioned.

### GROUP III—SOCIAL STUDIES AND RELIGION

In this group are described courses offered to freshmen in the Division of Social Studies and the Department of Religion.

There are five courses in the Division of Social Studies open to freshmen. They are: Social Studies 1-2, INTRODUCTION TO MODERN HISTORY; History 101-102, ANCIENT HISTORY; Economics 101-102, PRINCIPLES OF ECONOMICS; Sociology 101, AN INTRODUCTION TO SOCIOLOGY; Sociology 102, SOCIAL PROBLEMS.

#### SOCIAL STUDIES 1-2. INTRODUCTION TO MODERN HISTORY.

The aim of this course is to help students use the past for a better understanding of their own times. It gives fundamental training in the social studies and a foundation for further work in history, economics, government, and sociology. Its organization on the chronological basis of European history also provides a useful frame of reference for the study of English and other literatures, and for the history of music, art, philosophy, and science.

The course begins with a brief study of mediaeval institutions and ideas which present patterns for comparison and contrast with our own. The age of the Renaissance and Reformation illuminates the ways in which peoples of one age draw on the past to develop and interpret their own experiences and problems. As religion, business and government acquire national characteristics in the 16th and 17th centuries, the topics studied highlight the often painful processes by which men work out changes in their ways of living, as well as the origins of modern science and the new ways of thought accompanying it. Acquaintance with the foundations laid in the 18th century for our heritage of philosophy, politics, and economic and social institutions facilitates a more intelligent understanding of present issues. In the later part of the course, major problems of the 19th and 20th centuries are analyzed: the commercial and industrial revolutions, the conflicts of imperialism, the struggles of democracy and dictatorship, and modern science and technology, culminating in the atomic age.

The students read extensive selections from significant source materials, which are chosen both to clarify the traditions of human

thought, and to provide access to historical documents and literature that form an integral part of contemporary civilization. A substantial portion of the class time is given over to informal discussion of these source materials and of their significance in the making of the modern mind.

Social Studies 1-2 is the basic course in the Division of Social Studies, and is the general prerequisite for other courses in the Division. Students are strongly advised to take it in their freshman year, unless they elect the alternative course, History 101-102. Students who wish to take either Economics 101-102 or Sociology 101,102 in their freshman year are advised to take Social Studies 1-2. The course satisfies the degree requirement of six hours in history, under Group III.

#### HISTORY 101-102. ANCIENT HISTORY.

The study of ancient history affords an opportunity to trace the origins of fundamental political, social and economic institutions and ideas on which our modern western civilization is based, from the earliest organized community life in the Near East to the period of transition from the centralized Roman Empire to the Christian and Moslem successor-states of the early Middle Ages. The dynamic influence of migrations and settlements of different peoples on the development of the Mediterranean world, and the characteristic institutions of the city-states and the great kingdoms of the Near East enable one to trace the growth of contrasting types of government, law, religion and social customs and interstate relations through the long period of history that preceded the rise of the classical civilization of the Greeks and Romans.

The greater part of the course is devoted to a more detailed study of the Greek city-states, the Hellenistic Age, and the Roman Republic and Empire, which prepared the way for the political institutions and ideas of the modern world, and established the basic patterns of philosophy, ethics, and the liberal arts. Classical economic institutions afford striking contrasts with those of the modern world, so that modern problems may be seen in clearer perspective by comparison with those of the ancient world. This course thus performs a function parallel with that of Social Studies 1-2, in the study of earlier stages in the development of civilization.

While Social Studies 1-2 is the basic course in the Division of Social Studies, and is elected by a majority of students, those who are interested in ancient civilization, and particularly those who plan to major in Ancient History, Art, Latin, or Classical Civilization, may substitute History 101-102. In such cases this course takes the place of Social Studies 1-2 as the general prerequisite to other courses in the Division. Freshmen who wish to elect History 101-102 should obtain the permission of the instructor before registering for the course. This course satisfies the degree requirement of six hours in history under Group III.

#### ECONOMICS 101-102. PRINCIPLES OF ECONOMICS.

The course in PRINCIPLES OF ECONOMICS pictures for the student the complex system of institutions such as factories, corporations, and banks which make up the present economic order and provides an introduction to the literature dealing with principles of economics. At the beginning of the year the historical growth of the system and the parallel development of explanations of its workings are stressed. Throughout, the course aims to emphasize the connection of economics with other studies and to help the students to relate them. A bibliography is provided which should suggest new fields of exploration for those who wish to continue their study.

A limited number of freshmen are admitted to the course in PRINCIPLES OF ECONOMICS, with permission of the instructor. It is advisable that students who enter the course as freshmen should have had American, English, or European history in the last two years of preparatory school, or a social study course or other preparation or experience which has made them wish to understand the workings of the economic system. Economics 101-102 may be taken concurrently with Social Studies 1-2.

#### SOCIOLOGY 101. AN INTRODUCTION TO SOCIOLOGY.

AN INTRODUCTION TO SOCIOLOGY deals with people and their social problems: the relative importance of geography, biological heredity, culture, and group life in the development of human personality; race; social classes; the function of social institutions such as the family, religion, economic organization, recreation and government; our

changing population; and methods of social control. This course gives the basic concrete material upon which all other sociology courses are built.

A limited number of freshmen are admitted to Sociology 101 with permission of the instructor. The course may be taken concurrently with the first semester of Social Studies 1-2.

#### SOCIOLOGY 102. SOCIAL PROBLEMS.

In the second semester students will continue with the study of contemporary problems. Special attention will be given to social problems resulting from the failure of social institutions to meet human needs. Some of the topics studied are: unemployment, health problems, race conflict, poverty, war, crime, and family disorganization. The emphasis is on the basic causes of social maladjustments and their interrelations and not upon the individual variations of problems and their solutions. This course therefore gives the foundation upon which to build more advanced courses such as: RACE RELATIONS, SOCIAL MALADJUSTMENT AND SOCIAL POLICY, DELINQUENCY AND CRIME, THE FIELD OF SOCIAL WORK, and LABOR PROBLEMS.

#### RELIGION

Students and instructors in the religion classes at Sweet Briar come from diverse denominational backgrounds. Emphasis is placed upon basic aspects of the material studied and its relation to the whole of the cultural heritage with which a liberal arts education deals. In matters of interpretation and appraisal, students are encouraged to exercise independence of thought while respecting the convictions of others. They may thus find what religion can mean in their own lives and how they can take a constructive part in the religious life of their own day.

#### 105, 106. THE HISTORY, LITERATURE, AND RELIGION OF THE OLD TESTAMENT AND OF THE NEW TESTAMENT.

The course open to freshmen is the introductory study of the Bible, which underlies all of the other courses in religion. In connection with its central religious purpose, the Biblical material offers opportunity for literary appreciation, historical and sociological analysis, ethical evaluation, and philosophic insight.

Throughout the history of the Hebrew people are seen issues comparable to those faced today, such as the clash and interplay of cultures, the struggle against military or economic imperialism, the motives and influence of the men who shaped or destroyed their own nation, and the defense of the oppressed by prophets who challenged each generation in the name of the God of righteousness. Stories, poems, laws, and prayers, all reveal a people's growing understanding of God's relation to their group life and to the individual's inner search for what is lasting and satisfying.

In the New Testament, this understanding finds a focus and culmination in Jesus. The Gospels show how his teaching and healing and uncompromising decisions drew some to follow him and made others seek his death. The book of Acts indicates how the movement that centered in him burst the barriers of race and spread throughout the Roman Empire. Paul's letters present the inner experience of faith in Christ and its outer results in transforming human relations, while the later New Testament writings shed some new light on how the Christian communities met their internal problems and external dangers, and how they thought out the meaning of their faith.

## GROUP I—THE ARTS

### ART

In the Department of Art there are three courses open to freshmen: Art 1-2, THE NATURE AND PRACTICE OF ART; Art 3, 4, HISTORY OF ARCHITECTURE; ART 21-22, SURVEY OF THE HISTORY OF ART. Any one of these fulfills the degree requirement in Group IV.

Students who are especially interested in art and who wish to continue their study will do well to acquire a knowledge of French and German as early as possible.

#### 1-2. THE NATURE AND PRACTICE OF ART.

This course is an introduction to art. It aims to give the student a basic grasp of the laws and modes of expression in the arts. It seeks to answer the question, "What is art?" The meaning of art cannot be gained solely through words but must be gained through experience.

For this reason studio work is an integral part of the course; it presupposes no special talent, skill or previous training in the practice of art.

Architecture, sculpture, and painting are viewed as present realities. History is studied as a means to a broader, richer and more substantial understanding of the living arts.

Fundamentally, the course seeks to develop the student's taste and to stimulate her creative initiative. It is the prerequisite to the major in art.

### 3, 4. HISTORY OF ARCHITECTURE.

Architecture is the basic art, originating from man's fundamental need for shelter. Primitive man sought the natural shelter of caves and later began to build shelter for himself. As soon as man began to consider form, beauty and function in his building, construction became architecture and an art. The ultimate aim in studying the development of architecture is to cultivate the student's taste, her sense of design, seen most easily in architecture, her discernment between what is good and what is bad in building, and at the same time to make a contribution to her general cultural background.

This course begins with a brief study of the elements of architecture and the fundamental types of construction. The survey of architecture through the ages includes, in the first semester, Egypt, Mesopotamia, Greece, Rome, the Early Christian and Byzantine world; in the second semester, Romanesque, Gothic, Renaissance, modern and contemporary architecture.

There is no studio work in connection with this course. The lectures and discussions are amply illustrated with lantern slides and a good collection of mounted photographs is at the disposal of the students for study outside of class.

The second semester of this course may be taken independently of the first.

### 21-22. SURVEY OF THE HISTORY OF ART.

This course is a general introduction to the history of art throughout the ages, with emphasis on the art of the western world which has contributed directly to our cultural traditions. It provides a general

survey of the whole development of art and also serves as a foundation for advanced courses in various fields of art.

The principal periods of art from the prehistoric cave paintings of western Europe to the present day in Europe and America are traced chronologically. The varying styles of architecture, painting and sculpture in each period are discussed in relation to their cultural and political history. Open to all students, the course is conducted by means of lectures and discussions and is illustrated by lantern slides; photographs are available for the student's individual study.

## MUSIC

In the Department of Music there are several courses open to freshmen. Music 1-2, ELEMENTARY THEORY AND EAR-TRAINING, is the required course for students of applied music, unless they are able to pass an achievement test in the fall before they register in the department. For those who pass this test a more advanced course in theory is offered, Music 105-106, ELEMENTARY COUNTERPOINT. Still another course that is open to freshmen is Music 21-22, MUSIC IN HISTORY, a survey that offers a very interesting correlation with general history. Applied Music (piano, violin, organ, and singing) is also open to freshmen and it is advisable that students who wish to pursue this study in college begin in the freshman year. Applied Music is usually taken in conjunction with one of the courses mentioned above and, indeed, must be so taken if credit is to be given. (See Applied Music on page 91 of the catalogue.)

Music students are advised to take courses in French and German as early as possible and for students of singing a study of Italian is essential.

Glee Club and Choir offer unusual opportunities to those who enjoy group singing.

### 1-2. ELEMENTARY THEORY AND EAR-TRAINING.

This course aims to give the student a thorough knowledge of the rudiments of music and the necessary background for all the other courses in the music department. In this course the student learns to construct and recognize all forms of scales, intervals and simple chords. Sight-singing and ear-training are integral parts of the course.

## 21-22. MUSIC IN HISTORY.

The course is designed as an introduction to music literature. Emphasis is laid upon the great periods in music history in relation to the social, political, religious and economic factors which determined them. The course is conducted by means of lectures, discussions and musical illustrations. Regular listening hours are scheduled. The course is intended for the general student as well as for those who expect to continue music study. It meets the degree requirement of Group IV and it is a prerequisite for more advanced courses in music history.

Open to freshmen and upper-classmen.

## 105-106. ELEMENTARY COUNTERPOINT.

This course is planned to acquaint the student with the concepts and techniques of the polyphonic music of the sixteenth century out of which the classic and modern usages grew. The meaning of key and of mode, the function of each note in the key, rhythmic functions, the use of consonance and dissonance are all investigated in their relation to the writing of melody. This study includes the writing of two-, three-, and four-part counterpoint and aims to lay the broad foundation for the subsequent study of harmony and composition.

Open to new students who pass the achievement test in Music 1-2.

## APPLIED MUSIC.

Entering students who plan to continue the study of Applied Music in college should read carefully the second paragraph under Applied Music on page 91 of the catalogue. It is impossible to grant college credit to many freshmen because they do not offer the required material as specified. Students who wish to take applied music without credit must secure the permission of the department.

## CALENDAR FOR THE OPENING DAYS

(subject to revisions)

### MONDAY, SEPTEMBER 15

6:00 a.m. Rooms will be ready for occupancy

9:30 p.m. House meetings.

### TUESDAY, SEPTEMBER 16

8:30-9:30 a.m. French Placement Test (required of all students offering French for admission).

11:00-12:00 a.m. Hygiene Achievement Test (required of all new students).

12:05 p.m. Meeting with Social Committee (required of all new students).

1:30-2:30 p.m. German Placement Test (required of all students offering German for admission).

1:30-3:30 p.m. English 1, 2 Achievement Test (optional).

2:30-4:30 p.m. Tests for admission to credit courses in Applied Music.

4:30-5:30 p.m. Spanish Placement Test (required of all students offering Spanish for entrance).

7:00-10:00 p.m. Introduction to the library.

### WEDNESDAY, SEPTEMBER 17

8:30-9:30 a.m. Latin Placement Test (required of all students offering Latin for admission).

9:00-10:00 a.m. Tests for admission to credit courses in Applied Music.

10:00-11:00 a.m. Music 1-2 Achievement Test (required of students who wish to take Applied Music for credit).

11:15 a.m. Addresses by the President, the Dean and others.

1:30-4:00 p.m. Conferences with faculty advisers.

5:00 p.m. Student Government assembly.

6:00 p.m. Student Government picnic.

THURSDAY, SEPTEMBER 18

- 8:30-10:30 a.m. Conferences with faculty advisers.  
12:05 p.m. Y.W.C.A. meeting for new students.  
4:00-5:00 p.m. French, Spanish, German, Latin Reading Knowledge examinations.  
7:30 p.m. Faculty reception for new students.

FRIDAY, SEPTEMBER 19

- 8:30-10:00 a.m. Registration for classes by new students.  
12:05 p.m. Athletic Association meeting for new students.  
7:30 p.m. Convocation. Opening of the 42nd academic session of Sweet Briar College. All students and faculty are expected to attend.

SATURDAY, SEPTEMBER 20—Classes begin.

In addition to the above schedule of events, all entering students will be required to take physical examinations and speech tests during the opening days.

## WHAT TO DO NOW

After you have taken time to study carefully this pamphlet and the college catalogue, you should be ready to fill out the form for your Tentative Freshman Course. Choose the courses you wish to take from among those open to freshmen as listed in this pamphlet.

Before you put down your tentative selections, it is advisable that you re-read the section on "Planning the Freshman Course" on pages 7-8.

Please send your Tentative Freshman Course form to the Recorder's Office at Sweet Briar not later than August 15.

### TENTATIVE FRESHMAN COURSE

Last Name

First Name

		Courses Chosen	Semester Hours
ENGLISH		English 1, 2	3
FRENCH, GERMAN, GREEK, ITALIAN, LATIN, SPANISH			
SOCIAL STUDIES 1-2 OR HISTORY 101-102			3
BOTANY, CHEMISTRY, PHYSICS, ZOOLOGY			
Total:			

